



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

862 E. Elliot Rd, Gilbert, AZ 85234

Life School College Preparatory, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Dana Rodgers
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 325
Web Address : www.franklinartsacademy.com
Phone Number : (480) 325-6100
Fax Number : (480) 807-1630
E-mail : drodgers@franklinartsacademy.com

Mission

Franklin Arts Academy offers a back-to-basics learning approach with an arts integration to help students develop a higher level of thinking. We provide a state-of-the art campus, Spalding training, character education and active parent involvement.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Back to basics curriculum including Spalding phonics and writing, Saxon math, and daily homework.
- ü Arts integration helps students develop a higher level of thinking through the use of creative skills. This allows students to make connections, culturally & historically, as they build self-discipline and are fulfilled through the creative process.

Enrollment

October 1, 2004 School Year Student Enrollment : 250
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 216

Instructional Programs

- Ü Back to Basics Curriculum
- Ü Accelerated Math & Language
- Ü Performing Arts
- Ü Music
- Ü Art
- Ü PE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Franklin provides a safe learning environment with high academic standards. Regular communication with parents, daily homework, and arts opportunities are available for all grades.

Parents

Parents provide support of dress code, homework and curriculum. Parents commit to attendance guidelines and understand daily homework and discipline policies.

Transportation Policy

We offer limited busing available from designated pickup sites. Our policy ensures that students are allowed to ride until they make riding unsafe. We consider the bus to be an extension of the classroom and expect a high level of self-discipline. Call our transportation office for details at (480) 557-7640.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	66	79306	100	100	99	475	442	445	0	12	10	13	20	18	54	54	51	33	14	20
All Students (Prior Year)	32	70	75509	100	99	100	530	502	521	6	16	13	19	36	23	28	23	33	47	25	31
Female	NC	21	38691	NC	100	99	NC	437	446	NC	16	10	NC	16	18	NC	63	52	NC	5	20
Male	18	45	40583	100	100	99	476	444	445	0	10	11	13	23	18	44	50	50	44	18	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	13	32869	NC	100	99	NC	423	429	NC	23	15	NC	23	25	NC	46	51	NC	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	16	38	36197	100	100	99	478	453	463	0	9	5	20	15	11	40	59	53	40	18	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	26	65	69060	100	100	98	475	441	454	0	12	7	13	22	17	54	53	54	33	14	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	15	39415	NC	75	96	NC	431	431	NC	20	15	NC	13	25	NC	60	50	NC	7	10
Non-Economically Disadvantaged	22	52	39966	100	100	100	476	445	459	0	9	6	15	24	12	50	51	52	35	16	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	66	79395	100	0	99	469	444	446	0	8	9	17	31	25	75	56	55	8	5	11
All Students (Prior Year)	32	70	75492	100	99	100	526	509	519	3	16	12	16	20	16	59	49	47	22	14	24
Female	NC	21	38743	NC	0	100	NC	446	451	NC	5	7	NC	26	24	NC	63	57	NC	5	12
Male	18	45	40618	100	0	99	469	443	440	0	10	11	19	33	27	75	53	53	6	5	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	13	32915	NC	0	99	NC	430	426	NC	15	15	NC	38	35	NC	38	47	NC	8	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	16	38	36221	100	0	99	470	452	465	0	6	4	20	26	15	73	65	63	7	3	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	26	65	69139	100	0	99	469	443	454	0	8	7	17	32	24	75	54	58	8	5	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	15	39484	NC	0	96	NC	433	429	NC	27	14	NC	13	35	NC	53	47	NC	7	4
Non-Economically Disadvantaged	22	52	39986	100	0	100	470	446	461	0	2	4	20	38	16	70	56	63	10	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	65	78869	100	100	99	481	437	442	0	9	6	8	24	21	75	60	63	17	7	10
All Students (Prior Year)	32	67	75053	100	94	99	603	561	597	6	12	7	6	17	12	78	67	72	9	5	9
Female	NC	21	38536	NC	100	99	NC	458	458	NC	11	4	NC	5	15	NC	74	67	NC	11	14
Male	18	44	40302	100	100	99	469	427	428	0	8	8	13	33	26	75	54	60	13	5	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	13	32606	NC	100	98	NC	435	426	NC	8	8	NC	38	27	NC	46	60	NC	8	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	16	37	36078	100	100	99	481	441	459	0	6	4	7	18	16	73	67	66	20	9	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	26	64	68697	100	100	98	481	433	454	0	10	4	8	24	18	75	59	67	17	7	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	14	39106	NC	70	95	NC	444	427	NC	0	8	NC	36	28	NC	64	59	NC	0	5
Non-Economically Disadvantaged	22	52	39837	100	100	100	481	430	457	0	13	4	10	20	14	70	58	67	20	9	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	56	78906	100	100	99	514	504	498	6	9	13	13	20	19	56	45	48	25	25	20
All Students (Prior Year)	14	50	76019	100	100	100	493	473	499	7	22	14	43	46	39	14	12	14	36	20	33
Female	NC	22	38644	NC	96	99	NC	498	500	NC	16	12	NC	16	19	NC	47	49	NC	21	19
Male	NC	34	40236	NC	100	99	NC	508	497	NC	4	15	NC	24	19	NC	44	46	NC	28	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	12	40	36483	92	100	99	518	504	517	0	6	7	18	23	13	55	45	51	27	26	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	16	50	68310	100	100	98	517	514	509	7	3	9	7	18	18	60	51	51	27	28	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	16	47	40295	100	100	100	515	512	513	7	9	7	13	14	13	53	46	50	27	31	30

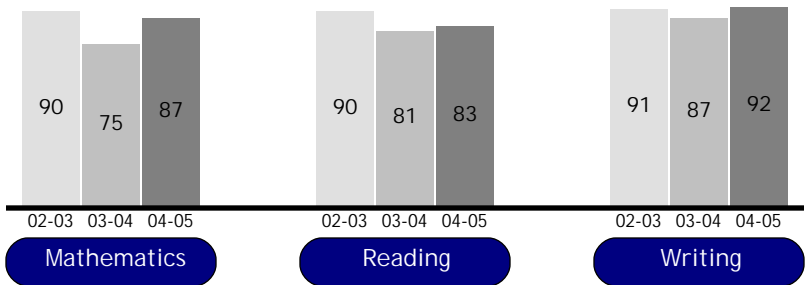
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	56	78908	100	0	99	495	480	484	0	7	10	19	32	23	75	57	58	6	5	9
All Students (Prior Year)	14	48	76020	100	100	100	502	492	503	14	42	25	43	31	23	43	21	40	0	6	12
Female	NC	22	38648	NC	0	99	NC	485	489	NC	11	8	NC	37	22	NC	47	61	NC	5	10
Male	NC	34	40233	NC	0	99	NC	477	479	NC	4	12	NC	28	25	NC	64	55	NC	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	12	40	36502	92	0	99	504	482	502	0	6	4	18	35	14	73	52	67	9	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	16	50	68312	100	0	98	498	486	493	0	5	7	13	26	21	80	64	62	7	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	16	47	40315	100	0	100	496	485	498	0	6	5	20	29	15	73	60	66	7	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	56	78750	100	100	99	515	506	500	6	5	6	19	32	29	69	59	63	6	5	2
All Students (Prior Year)	14	45	75673	100	94	100	522	475	530	7	18	12	29	47	25	64	36	58	0	0	4
Female	NC	22	38586	NC	96	99	NC	530	515	NC	0	4	NC	21	22	NC	74	71	NC	5	3
Male	NC	34	40135	NC	100	99	NC	487	486	NC	8	8	NC	40	35	NC	48	56	NC	4	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	12	40	36440	92	100	99	523	501	516	9	6	3	9	32	22	73	58	71	9	3	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	16	50	68196	100	100	98	519	511	513	7	5	3	13	28	25	73	62	69	7	5	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	16	47	40260	100	100	100	515	511	514	7	6	3	20	29	21	67	60	72	7	6	4

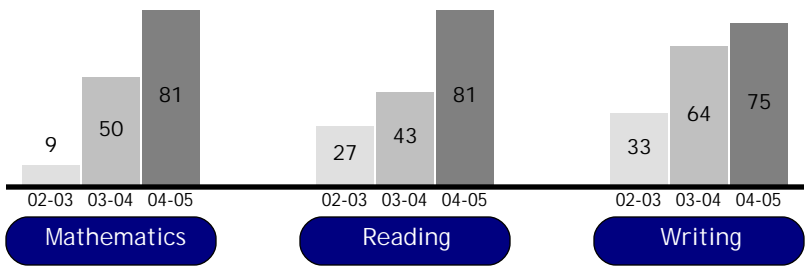
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	31	47	50	100	60	NA	58	94	60	52	47
	Language	100	21	32	43	100	38	41	50	94	37	43	47
	Mathematics	100	32	32	57	100	54	56	64	94	36	48	50
3	Reading	100	75	59	47	97	77	NA	55	100	59	43	44
	Language	100	83	64	54	97	76	55	61	100	58	44	44
	Mathematics	100	82	56	54	97	83	60	61	100	72	49	51
4	Reading	100	55	51	52	100	76	NA	56	74	56	57	48
	Language	100	48	42	48	100	55	50	52	74	54	52	49
	Mathematics	100	57	46	57	100	73	66	61	74	68	58	53
5	Reading	NC	NC	42	50	100	62	NA	55	100	56	47	50
	Language	NC	NC	34	46	100	61	37	49	100	55	45	50
	Mathematics	100	36	40	57	100	71	46	63	100	56	52	49
6	Reading	94	58	56	53	100	68	NA	56	61	69	57	51
	Language	94	40	43	45	100	49	47	48	61	68	50	47
	Mathematics	100	44	59	62	100	67	65	66	61	72	53	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	3
4 to 6 years	4	0	0	4
7 to 9 years	1	0	0	1
10 or more years	2	1	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Music/Theatre	Ü Piano Lab
Ü Computer Lab	

Extracurricular Activities

Ü Performing Group	Ü Piano Keyboarding
Ü Visual Arts	
Ü Music	
Ü Spanish Exploration	

Social Services

Ü All Day Kindergarten
Ü After Care until 6:00 p.m.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Franklin-Arts offers a small safe campus with a Zero-tolerance regarding alcohol, tobacco/drugs and violence. Respect for personal and public property is taught by stressing respect rather than fear of punishment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dana Rodgers	(480) 325-6100
Transportation Policy	Pete Loll	(480) 557-7640
Community Resources	Gloria Warnick	(480) 830-3444
School Nutrition Programs	Lucy Hullinger	(480) 325-6100
Parent Organization	Sean Kline	
Student Health/Nurse	Tiffany Espinoza	(480) 325-6100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.